

Collection Development Policy



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Library Media Department

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I. PHILOSOPHY + SELECTION OBJECTIVES

The mission of the Shawsheen Valley Technical High School (SVTHS) Library Media Department is to provide a wide range of materials to implement, enrich, and support the curriculum of SVTHS and to meet the individual educational, informational, and recreational needs of students, faculty, and staff.

To this end, the SVTHS School Committee's selection objectives are to provide materials:

- stimulating growth in academic and vocational factual knowledge, literary and arts appreciation, and ethical standards.
- in a variety of media best suited to meet the diverse learning styles and needs of the student population -- including books, periodicals, databases, multimedia, computer software, and on-line databases.
- appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of SVTHS students.
- which assist in developing reading, viewing, listening, and thinking skills.
- representing differing viewpoints of controversial issues so that students may be motivated to engage in critical analysis of such issues, to explore their own beliefs, attitudes, and behavior, and to make intelligent judgments in their everyday lives.

The SVTHS School Committee supports the selection principles set forth in the American Library Association Library Bill of Rights (Appendix A), and Access to Resources and Services in the School Library Media Program (Appendix B)

II. SELECTION OF MATERIALS

A. Responsibility

Although the SVTHS School Committee is legally responsible for the school's operation, the responsibility for collection development is delegated to the school's Library Media Specialist who is qualified for this activity by reason of education, training, and experience. Suggestions from faculty, staff, students, administration, and community members are encouraged, and when feasible and appropriate, implemented.

B. Criteria for Selection

Materials selected for inclusion in the collection of the SVTHS Library Media Center shall satisfy the following:

- Materials shall meet the Library Media Department's philosophy and selection objectives as stated in Section I.
- The Library Media Specialist shall evaluate all materials to ensure high standards of quality in:
 - o Physical format and medium
 - o Authority of author/s
 - o Reputation of publisher
 - o Scope and treatment of subject
 - o Accuracy, timeliness, and currency of information
 - o Appropriateness for its intended purpose and audience
 - o Artistic/literary value, including quality of writing, illustrations, design
 - o Arrangement and organization
 - o Price
- The Library Media Center welcomes gift materials. These materials shall be subject to the same criteria as those obtained through the regular selection process. Materials not chosen for inclusion in the collection shall be returned to the donor if specified, or donated to an appropriate charitable organization.

C. Selection Tools

Since the Library Media Specialist cannot physically review all materials in advance of purchase, it is recommended that reputable selection aids be utilized. The following professional resources are available to assist the SVTHS Library Media Specialist in the selection process; however, selection is not limited to the use of these tools.

Reviewing Media:

- *Booklist*
- *School Library Journal*
- Websites such as amazon.com, bn.com, and teenreads.com
- YALSA (Young Adult Library Services Association)

Bibliographies:

- American Library Association. *Outstanding Books for the College Bound*
- New York Public Library. *Books for the Teen Age*
- Wynar, Bohdan S., Ed. *Recommended Reference Books for Small and Medium-sized Libraries and Media Centers*

Misc:

- Collaboration with and recommendations from faculty, staff, and students
- Industry and association award winners
- Vendor recommendations

D. Electronic Information

In keeping with its role as a source of information, the Library Media Department provides a variety of software, as well as Internet access to information beyond the confines of our collection. Providing connections to global information services and networks outside the Library Media Center is different from selecting and purchasing materials for the library collection. The Internet changes rapidly, frequently, and unpredictably.

As the vast amount of information on the Internet is generated outside the library, the Library Media Department cannot be responsible for accuracy, authenticity, currency, availability, or completeness of information. Through both formal and informal library

instruction, students are provided with guidelines for evaluating web sites and search strategies for finding the most appropriate information from the web.

All computer users in the Library Media Center and throughout the school are guided by the Shawsheen Valley Technical High School Acceptable Use Policy.

III. WEEDING

The SVTHS Library Media Department recognizes the importance of maintaining a collection of current, appropriate, and useful materials. In particular, many of our vocational programs depend on materials which are up-to-date and accurate. Therefore, a periodic evaluation of the collection will be performed in order to remove or replace materials which are no longer useful. Among the reasons for weeding may be:

- Appearance
 - * Worn-out volumes: dirty, brittle, discolored pages; missing pages; tattered covers; etc.
 - * Books of antiquated appearance or condition which might discourage use
 - * Audio-visual materials with missing or broken pieces

- Superfluous or Duplicate Volumes
 - * Unneeded duplicate titles
 - * Older editions
 - * Books on subjects of little interest to the school community
 - * Books which no longer relate to the curriculum

- Content or usage
 - * Information is dated or inaccurate
 - * Materials are rarely used or checked out

The Library Media Specialist shall be responsible for proper disposition of all weeded materials. Depending on such factors as informational accuracy, value or worth to other groups or individuals, and condition of the material, withdrawn materials may be disposed of any one or a combination of these methods:

1. donated to students and staff of SVTHS or the District communities;
2. placed in our school's recycling program;
3. or (for materials whose condition is considered unsalvageable and/or whose information is inaccurate or outdated) destroyed.

IV. RECONSIDERATION OF MATERIALS

A. Statement of Policy

The SVTHS School Committee subscribes in principle to the philosophy expressed in the American Library Association's Library Bill of Rights (Appendix A), the American Association of School Librarians' School Library Bill of Rights for School Library Media Programs (Appendix B), and the ALA Policy on Challenged Materials (Appendix C). These documents affirm the rights of all library users to free and convenient access of ideas, information, and creative expression.

During the selection process, the Library Media Specialist gives close scrutiny to materials dealing with sex, violence, and profanity. Although the Library Media Department does not purchase obscene materials, materials would not necessarily be disqualified because of a sexual, profane, or violent incident. Selection decisions are based on the literary, factual, and educational value of the material. The Library Media Department recognizes that occasionally materials selected may be challenged or questioned, despite the care taken in selecting them, and that it is the right of any person to challenge any material which s/he finds personally objectionable without infringing on the rights of other patrons. A procedure for processing and responding to criticism of material follows:

B. Procedure for handling Challenged or Questioned Books and Materials

1. Complaints should be submitted to the Superintendent-Director in writing using the attached form. (Appendix D -- Request for Reconsideration of Library Media Center Material)
2. A review committee, consisting of the Library Media Specialist, School Principal or appointee, the Directors of Vocational and Academic Programs, and a teacher (appointed by the Superintendent-Director) from the discipline representing the subject matter of the material, shall be convened.

3. The challenged material will be kept on the shelves during the reconsideration process.

4. The committee will review the complaint and judge the material based on its conformity to the aforementioned selection criteria. The committee shall make a written report and recommendation of its conclusions and recommendations to the Superintendent-Director.

5. The Superintendent-Director shall notify the complainant of the committee's conclusions and recommendations.

6. Appeals may be directed through the Superintendent-Director to the SVTHS School Committee.

Appendix A

THE LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves.
2. Materials should not be excluded because of the origin, background, or views of those contributing to their creation. Libraries should provide materials and information presenting all points of view on current and historical issues. Material should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on a equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948

Amended February 2, 1961, June 27, 1967, and January 23, 1980, by the American Library Association Council

<http://www.ala.org/advocacy/intfreedom/librarybill>

Appendix B

Access to Resources and Services in the School Library Media Program

An Interpretation of the LIBRARY BILL OF RIGHTS

The school library plays a unique role in promoting, protecting, and educating about intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library, the principles of the American Library Association's *Library Bill of Rights* apply equally to all libraries, including school libraries. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School librarians assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School librarians work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School librarians cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equitable access to resources and services, the school library provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School librarians resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access regardless of technology, formats or method of delivery.

Major barriers between students and resources include but are not limited: to imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of interlibrary loan and access to

electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

It is the responsibility of the governing board to adopt policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. It is the responsibility of school librarians to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.

Adopted July 2, 1986, by the American Library Association; amended January 10, 1990; July 12, 2000; January 19, 2005; July 2, 2008; and July 1, 2014.

Appendix C

Challenged Materials:

An Interpretation of the *Library Bill of Rights*

American Library Association

The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined materials selection policy in written form which reflects the *Library Bill of Rights*, and which is approved by the appropriate governing authority.

Challenged materials which meet the criteria for selection in the materials selection policy of the library should not be removed under any legal or extra-legal pressure. The *Library Bill of Rights* states in Article I that “Materials should not be excluded because of the origin, background, or views of those contributing to their creation,” and in Article II, that “Material should not be proscribed or removed because of partisan or doctrinal disapproval.” Freedom of expression is protected by the Constitution of the United States, but constitutionally protected expression is often separated from unprotected expression only by a dim and uncertain line. The Constitution requires a procedure designed to focus searchingly on challenged expression before it can be suppressed. An adversary hearing is a part of this procedure.

Therefore, any attempt, be it legal or extra-legal, to regulate or suppress materials in libraries must be closely scrutinized to the end that protected expression is not abridged.

Adopted June 25, 1971; amended July 1, 1981; amended

January 10, 1990, by the ALA Council.

<http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=31881>

Appendix D

REQUEST FOR RECONSIDERATION OF LIBRARY MEDIA CENTER MATERIAL

Name of person requesting reconsideration: _____

Address: _____ Phone: _____

Email address: _____

Organization or group represented: _____

Signature: _____ Date: _____

Material Data

Material format: ___ book ___ periodical ___ other (describe: _____)

Title:

Author:

Publisher:

Copyright Date:

Reconsideration Data

1. To what in the material do you object? Please be specific: cite pages in books, frames in a filmstrip, film sequence, selection number on recording, etc.

2. Did you read the entire book, see the entire film, listen to the entire recording, use or evaluate the entire kit? If not, what parts?

3. What do you feel might be the result of a student utilizing this material in a learning situation?

4. Are you aware of professional evaluations of this material?

5. What do you believe is the theme of this material?

6. What would you like the school to do about this material?

Do not lend or assign material to my child.

Withdraw it from all students as well as from my child

Other:

7. What other material do you recommend that would convey a perspective of the subject treated?

Your request will be reviewed by a faculty committee. The Superintendent-Director will notify you in writing of its decision.